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# O'ZBEKISTON:
## INNOVATSIYA, FAN VA TA'LIM

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DAVRIYLIGI:
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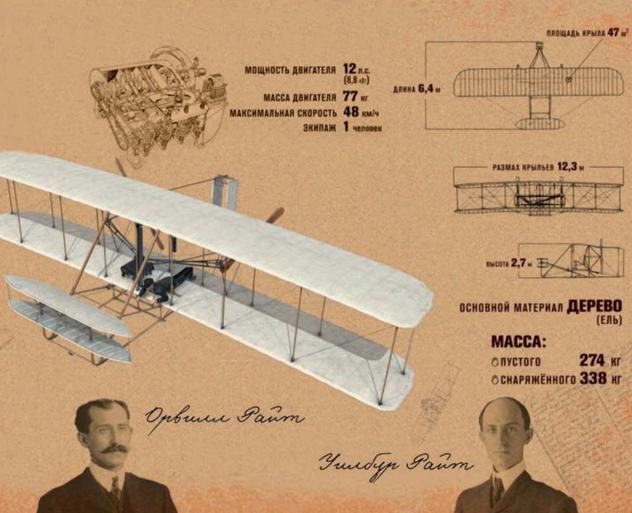DUNYODA BIRINCHI KASHF ETILGAN SAMALIYOT

O'ZBEKISTON RESPUBLIKASI VA XORIJIY OLIY TA'LIM MUASSASALARI PROFESSOR-O'QITUVCHILARI, YOSH OLIMLAR, DOKTORANTLAR, MAGISTRANTLAR VA IQTIDORLI TALABALAR

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ДЛИНА **6,4** м

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# ЯНГИ ЎЗБЕКИСТОН: ИННОВАЦИЯ, ФАН ВА ТАЪЛИМ
## 10-ҚИСМ

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# НОВЫЙ УЗБЕКИСТАН: ИННОВАЦИИ, НАУКА И ОБРАЗОВАНИЕ
## ЧАСТЬ-10

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# NEW UZBEKISTAN: INNOVATION, SCIENCE AND EDUCATION
## PART-10

ТОШКЕНТ-2023

УУК 001 (062)
КБК 72я43

**"Янги Ўзбекистон: Инновация, фан ва таълим" [Тошкент; 2023]**

**"Янги Ўзбекистон: Инновация, фан ва таълим"** мавзусидаги республика 51-кўп тармоқли илмий масофавий онлайн конференция материаллари тўплами, 30 апрель 2023 йил. - Тошкент: «Tadqiqot», 2023. - 36 б.

Ушбу Республика-илмий онлайн даврий анжуманлар «Ҳаракатлар стратегияси-дан – Тараққиёт стратегияси сари» тамойилига асосан ишлаб чиқилган еттита усту-вор йўналишдан иборат 2022 – 2026 йилларга мўлжалланган Янги Ўзбекистоннинг тараққиёт стратегияси мувофиқ:– илмий изланиш ютуқларини амалиётга жорий этиш йўли билан фан соҳаларини ривожлантиришга бағишланган.

Ушбу Республика илмий анжуманлари таълим соҳасида меҳнат қилиб келаётган профессор - ўқитувчи ва талаба-ўқувчилар томонидан тайёрланган илмий тезислар киритилган бўлиб, унда таълим тизимида илғор замонавий ютуқлар, натижалар, муаммолар, ечимини кутаётган вазифалар ва илм-фан тараққиётининг истиқболдаги режалари таҳлил қилинган конференцияси.

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## ПЕДАГОГИКА ВА ПСИХОЛОГИЯ СОҲАЛАРИДАГИ ИННОВАЦИЯЛАР

## ПЕДАГОГИКА ВА ПСИХОЛОГИЯ СОҲАЛАРИДАГИ ИННОВАЦИЯЛАР

### ACTIVE LISTENING SKILLS

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**Abstract:** In this article, we discuss active listening skills, why they're important and how you can improve your active listening skills. Strong communication skills are a valued trait in every industry and listening skills are an essential part of effective communication. It can be beneficial to assess and strengthen your listening skills in professional situations and beyond.

**Key words**: listening skills, effective communication, improve, attention, competence.

Listening skills are an essential part of good communication. When you are an attentive listener, you can begin to improve relationships, make decisions more effectively and reach agreements with others quickly. Here are some additional reasons why listening skills are important:

It can be beneficial to evaluate your current listening skills to determine areas for improvement. Here are some ways to improve your listening skills:

1.Maintain eye contact with the speaker: When you are listening to someone talk, you should avoid looking out a window, texting or scrolling through your phone, or scanning a computer screen. Limit any unnecessary distractions, provide the speaker with your undivided attention and make an effort to look at them. This provides them with a nonverbal cue that you are interested in what they are saying, which encourages them to continue expressing themselves.

Consider that the speaker may not look at you because they might be shy, feel uncertain, or their culture may not use direct eye contact for communication. You should continue to face the speaker even if they do not look at you.

2.Visualize what the speaker is saying: Try to conjure up mental images of what the speaker is talking about while you are listening to help retain information. This may be a literal picture or other concepts that relate to the topic. This will help you to remember keywords and phrases when you listen for long periods. Visualizing what the speaker is saying will also help you to not have to prepare for what to say next. If you happen to lose focus, make sure to immediately refocus.

3.Limit judgments: Listen without criticizing the speaker in your mind while they talk. Even if the message causes you agitation or alarm, try to avoid thinking about negative or judgmental comments because this compromises your ability to listen. You also want to listen with an open mind and understand that the person is giving you their perspective. You may realize that they make more sense as they continue to talk to you, and you won't know the full story without listening.

4.Don't interrupt: Everyone speaks and processes information at different rates. If someone is delivering their message slowly, try to cultivate patience and wait for them to finish before trying to rush them along by guessing the next thing they are going to say or replying before they have finished talking. Interrupting sends the wrong message to the speaker. It may suggest that what you have to say is more important, that you don't care about what they are saying or that the conversation is a competition.

It is also important to refrain from offering solutions. Most often people just want you to listen. However, if you have a brilliant idea, you may consider asking if you can share your ideas before you offer your solution.

5.Wait for a pause to ask questions: You may not understand everything someone says to you. It is best to wait until they pause to ask them to back up and provide clarification for the topic or

phrase you misunderstood.

6.Asking clarifying questions: Asking clarifying questions helps to keep the conversation on topic. You only want to ask questions that pertain to your understanding rather than ask a question about something that is not related to the main idea the speaker is trying to get across. When you ask clarifying questions without interrupting, it shows that you are listening, paying attention and willing to discuss things further.

7.Empathize with the speaker: Empathy is essential to effective listening. You should mirror the emotions the speaker has. For instance, if their face conveys sadness or joy then your facial expressions and words should also convey similar emotions. Empathizing with the speaker takes concentration and expends energy, but it allows for open communication and establishes relationships.

8.Pay attention to nonverbal cues: Some of the communication that takes place between individuals is nonverbal. You can learn a great deal about someone through their body language and tone of voice when they are communicating with you. It is easy to detect boredom, enthusiasm or irritation on someone's face when they talk depending on their eyes, mouth and position of their shoulders. Therefore, listening also includes paying attention to nonverbal cues. It helps you to make inferences based on what a person means when they are talking to you.

The goal is to send signals to the speaker so they know that you are actively listening. In a situation where someone is giving you tasks, make sure to repeat the task list back to the speaker so they know you understand what to do. Writing down what they say also shows attentiveness.

You can practice listening by being aware of what you do when someone is talking to you. Do this by writing down what you heard, understood and acknowledged after an in-person interaction with someone, or listen to audiobooks or podcasts without any text in front of you. Try listening to no more than four-minute clips and replay them to see how much information you can retain. This will help you to become more aware of your role as a receiver of information and it can enhance your overall communication skills.

**References:**
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2. Nosirova N.S. 2020. "The issue of artistic psychology to literary studies". Philadelphia, USA. Vol 82. 110-112.
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# TALABALARDA HARBIY VATANPARVARLIK TUYG'USINI SHAKLLANTIRISHDA TA'LIMIY TEXNOLOGIYALARNING AHAMIYATI

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**Annotatsiya:** Ushbu maqolada talabalarda harbiy vatanparvarlik tuyg'usini shakllantirishda ta'limiy texnologiyalari hamda dars o'tish jarayonida ulardan foydalanish orqali harbiy vatanparvarlik mustahkamlash haqida fikr yuritilgan

**Kalit so'zlar:** Vatan tuyg'usi, xavfsizlik, vatan himoyachisi, talaba-yoshlar, milliy qadriyat, or-nomus, ta'lim-tarbiya, tarixiy tajribalar, mardlik, botirlik, film va rolik, badiiy kompozitsiya

O'zbekiston Respublikasi Prezidenti, Quroli Kuchlar Oliy Bosh Qo'mondoni Sh.Mirziyoyev ta'kidlaganidek: "Yoshlarimizni vatanparvarlik ruhida tarbiyalash bo'yicha uzluksiz olib boriladigan ishlar biz uchun dolzarb ahamiyatga egadir. Vatanparvarlik har-bir davlat hayotining ma'naviy asosi hisoblanadi va jamiyatni har tomonlama rivojlantirish borasida eng muhim safarbar etuvchi kuch sifatida namoyon bo'ladi[1]".

Harbiy vatanparvarlik har bir davlat hayotining ma'naviy asosi hisoblanadi va jamiyatni har tomonlama rivojlantirish borasida eng muhim safarbar etuvchi kuch sifatida namoyon bo'ladi. Shu nuqtayi nazardan oliy ta'lim muassasalarida talaba-yoshlarni harbiy vatanparvarlik ruhida tarbiyalash, ularni Vatanni himoya qilishda jismonan va ma'naviy jihatdan tayyorlash zarurligi davlat siyosati darajasidagi dolzarb vazifalaridan biri hisoblanadi.

Yoshlarda harbiy vatanparvarlikni tarbiyalash faqatgina Vatanni sevish yoki yaxshi ko'rish bilan cheklanmaydi, balki, mavjud ma'naviy va jismoniy imkoniyatlarini to'liq safarbar qilgan holda Vatanni himoya qilish, asrash va ravnaq toptirishga xizmat qiladi.

Oliy ta'lim muassasalarida talaba-yoshlarni harbiy vatanparvarlik ruhida tarbiyalash ishlari O'zbekiston Respublikasi Konstitutsiyasi va qonunlari, O'zbekiston Respublikasi Oliy Majlisi palatalari qarorlari, O'zbekiston Respublikasi Prezidentining farmonlari, qarorlari, Vazirlar Mahkamasining qarorlari va farmoyishlari, Qurolli Kuchlarning umumharbiy nizomlari va boshqa qonun hujjatlariga muvofiq amalga oshiriladi. Buning natijasida oliy ta'lim muassasalarida talaba-yoshlarni harbiy vatanparvarlik ruhida tarbiyalash ishlari muntazam ravishda tizimli va ilmiy asosda tashkil etiladi.

Oliy ta'lim muassasalarida talaba-yoshlarni harbiy vatanparvarlik ruhida tarbiyalash uchun quyidagi diniy va ma'naviy tarbiya metodlarini qo'llash ta'lim jarayonida kutilgan samaradorlikka erishish imkonini beradi:

- talaba-yoshlar ongi milliy ruh va iftihor tuyg'ulari bilan sug'orilgan badiiy kompozitsiyalar, film va roliklar, ko'rsatuv va teleloyihalar;
- milliy va etnik ishlanmalar;
- yurtimizning tarixiy qadamjolariga doimiy ekskursiyalar;
- Vatan himoyachilari bilan uchrashuvlar, ochiq muloqotlar;
- talaba-yoshlarni muqaddas Islom dini olamida mashhur bo'lgan buyuk allomalar Imom al-Buhoriy, Imom at-Termiziy, az-Zamaxshariy, Moturudiylarning ilmiy merosiga qiziqtirish orqali ularda harbiy vatanparvarlik hissini shakllantirish.
- oliy ta'lim muassasalarida yuqoridagi ma'naviy tadbirlar muntazam ravishda o'tkazib borish orqali talaba-yoshlarning nafaqat bo'sh vaqtlarini unumli tashkil etishlari, balki, ularni shu vatan, shu yurt uchun fidoiy inson bo'lib voyaga yetishishlari uchun xizmat qiladi.

Talaba-yoshlarni harbiy vatanparvarlik ruhida tarbiyalashda ularning yosh va psixologik xususiyatlarini bilish hamda hisobga olish muhim hisoblanadi. Shuningdek, ularda o'ziga ishonch, o'z xulqini yaxshilash motivlarini quyidagicha shakllantirish mumkin:

- yoshlarning o'z xulq-atvorlarini o'zlari baholashga o'rgatish;

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[1] Mirziyoyev Sh.M. O'zbekiston Respublikasi Qurolli Kuchlari tashkil etilganligining 25 yilligi munosabati bilan Vatan himoyachilariga bayram tabrigi // www.prezident.uz 13.01.2017

- yoshlarda o'zlariga nisbatan ishonch hissini shakllantirish;
- oilada farzandlar oldiga qo'yilgan vazifalarni bajarishda erishgan yutuqlarini rag'batlantirish;

O'zbekiston Respublikasi milliy xavfsizligi manfaatlaridan kelib chiqqan holda, mafkuraviy tahdidlar o'ta xatarli va nozik tus olgan sharoitda aholi, ayniqsa, yoshlar orasida harbiy-vatanparvarlik tarbiyasiga yo'naltirilgan targ'ibot ishlarining dolzarb yo'nalishlari sifatida quyidagilarni qayd etish mumkin:

- har-bir talaba-yoshda mustaqil fikrlash madaniyatini shakllantirish, mavjud ma'naviy-mafkuraviy tahdidlarni to'g'ri baholash, ulardan tegishli xulosa va saboqlar chiqara olish qobiliyatini shakllantirish;
- talaba-yoshlarga darslar va darsdan tashqari vaqtlarda kuchayib borayotgan mafkuraviy tahdidlarga nisbatan doimo sergak, ogoh va hushyor bo'lib yashashni o'rgatib borish;

Oliy ta'lim muassasalarida talaba-yoshlarda harbiy vatanparvarlik tuyg'usini shakllantirish bilan bir qatorda, ular qalbida Vatanning mard posbonlari, yurtning jasur farzandlariga bo'lgan havas va ishonchni mustahkamlash, "Men − Vatan himoyachisiman" degan g'urur va iftixor tuyg'ularini singdirish, yoshlar qalbi va ongida mustaqil Vatanimiz xavfsizligi uchun mas'ullik, mamlakatimizda amalga oshirilayotgan islohotlar jarayoniga daxldorlik tuyg'usi, harbiy tayyorgarlik, sergaklik, botirlik, yurt sha'nini himoya qilish, askarlik burchini shakllantirishda milliy qahramonlarimiz jasoratining o'rni beqiyosligini alohida ta'kidlash lozim.

**Foydalaniladigan adabiyotlar ro'yxati.**

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# FORMS OF ORGANIZATION STUDENTS' COGNITIVE ACTIVITY FOR THE DEVELOPMENT OF TECHNICAL THINKING IN ENGLISH LESSONS

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**ABSTRACT:** The article deals with the forms of organization of students' cognitive activity for the development of technical thinking in English lessons. It also analyses the role of the means of teaching English to students is also important.
**KEY WORDS:** cognitive activity, development, technical thinking, conversation, discussion, dictation, textbook, individual, group, implementation.

Form is a unique production of the mastering process. In theory and practice, there are four main forms of organization of students' activity in the classroom:

**Frontal form** of work assumes the activity of students of the class under the guidance of the teacher. The teacher organizes cognitive activity of all students of the class simultaneously to achieve the set goals and objectives of the lesson. The teacher explains, tells, reads, asks questions and the students listen, answer and write. They do everything the teacher requires of them.

Examples of frontal work in English lessons: conversation, discussion, storytelling, dictation.

**The collective form** of organization of cognitive activity implies simultaneous, but distributed work among the members of the team, aimed at achieving a common result.

Work in a group and collective contributes to regulating students' behavior, bringing them closer together and improving personal relationships. The teacher acts as a professional manager, while the student acts as a partner of the teacher, an assistant, a consultant, as a learner, i.e. the learner himself/herself under the able guidance of the teacher.

It involves the simultaneous fulfillment of the task by the team together when distributing work areas among themselves on the basis of mutual assistance, while exercising mutual control in the team, aimed at achieving a common goal. Group work can be organized on a specific part of the lesson; it can last the whole lesson or cover several lessons.

Among the shortcomings: difficulties in recruiting groups and organizing work in them; students constantly capable of independently recognize complicated instructional fabric and select the maximum reasonable manner to look at it.

As a result, vulnerable students have trouble mastering the material, even as robust students want greater difficult, unique assignments and tasks.

Only in mixture with different varieties of coaching students with inside the classroom – frontal and individual - the group form of organizing the work of students brings positive results.

**An individual form** of organization of students' cognitive activity for the development of technical thinking in English lessons involves the implementation of individual tasks by students at the level of their learning abilities and abilities, at their own pace. In the course of such work, cooperation with other students in the class is excluded, comparing oneself with others, but it involves active interaction with the teacher. It is advisable to carry out individual work at all stages of the lesson, when solving various didactic problems.

Examples of an individual form of organizing cognitive activity: work on a card; work at the blackboard, filling out a table, writing a report, working with a student.

In English lessons, it is not recommended to use the forms of organizing cognitive activity separately. They are determined depending on the goals and objectives of the lesson, as well as depending on the age of the students. All forms should be selected by the teacher depending on the interests of the students, their level of preparedness, as well as the abilities of the students. Only the combination of all these forms brings positive expected results.

The role of the means of teaching English to students is not insignificant. All teaching aids are divided into material and ideal teaching aids.

Tangible tools include textbooks, teaching aids, teaching materials, test materials, visual aids, technical aids and laboratory equipment.

Ideal tools are generally accepted systems of sign languages (speech), writing (written language), notation systems of different sciences, visual aids, training computer programs, methods and forms of organizing learning activities and systems of requirements for learning.

Teaching materials. **Level 1 - In the lesson:**

-Works of art, other cultural achievements (music, literature, video material), visual aids (drawings, pictures, diagrams), educational computer programmes on the topic of the lesson;

-individual texts from the textbook, tasks, exercises and tasks for pupils to solve test materials.

**Level 2 - Educational subject:**

-curriculum computer programs covering the whole course of the subject, a developmental environment for the accumulation of skills in the subject;

-textbooks and teaching aids, didactic materials.

**Level 3 - The whole learning process:**

-learning system, teaching methods, school-wide requirements system;

-learning rooms, libraries, learning environment, language laboratory.

Learning becomes effective when tangible and ideal learning tools are interconnected and complement each other.

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# DEDUCTIVE AND INDUCTIVE METHODS IN TEACHING GRAMMAR IN LANGUAGE LEARNING CLASSROOM

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**Abstract:** The article deals with using deductive and inductive methods in teaching grammar in language learning classroom. A review and analysis of foreign methodological research on this topic is proposed, a range of understanding of the main categories and subcategories of the deductive-inductive continuum is presented with all the inconsistency, complexity and multicomponent analysis of the results of experiments.

**Keywords:** deductive and inductive methods, language learning classroom.

Despite the huge number of textbooks, there are only two approaches to teaching grammar: deductive and inductive. What they are and which one is right for you - we will analyze in the article.

Imagine that you are going to an unfamiliar city. How would you like to navigate it? Study in detail the map and the location of the necessary objects in advance of the trip? Or will you first arrive in the city, and then, on the spot, begin to reconnoiter the situation and look for what is where? The first case is the deductive method. Let's call it theoretical. The second is inductive.

In addition, the methodological and philosophical and pedagogical foundations of deduction and induction are studied in the context of comprehending the achievements of cognitive psychology (L.S. Vygotsky, J. Bruner, J. Piaget), constructivism (E. von Glasersfeld), synergetics (I. Prigozhin, L. Bertalanffy, G. Haken), critical pedagogy (A. Giraud, P. McLaren), "episodic learning" (S.I. Gessen), existential philosophy of education (N.A. Berdyaev), problem-based learning (D. Dewey) . The issues of the effectiveness of teaching a foreign language as a criterion indicator of achieving results are touched upon; goals and means in the educational process; ethical conditionality of foreign language teaching, in particular the concept of pedagogical violence; inductive strategies in linguistic creativity, linguistic self-organization, development of critical thinking (principle of discovery, problem solving). A methodical analysis of the state of the problem and ways to solve it showed the ambiguity of the conclusions of different specialists, which indicates the need for a multifactorial assessment and the complementarity of the inductive and deductive approaches, depending on the learning conditions and the desired results. At the same time, the philosophical and pedagogical analysis revealed the importance of the ethical and motivational side, pointed to the inherent value of the learning process, brought to the question of goals and means in a broad educational context.

Deductive or what is called "on the forehead": the same tables and rules that are familiar from school. Most modern grammar textbooks are compiled on the basis of the deductive method. The theory is explained to students using specific terms. For example, "Present Simple is a simple present tense that is formed with the help of an auxiliary verb ...".

Advantages. Saves time. You can immediately go to the essence of the grammatical phenomenon, giving a short and clear explanation. In addition, this approach meets the expectations of many students about the classroom: the teacher speaks - the student listens.

Disadvantages. Theoretical explanations are often boring and not as well remembered as live examples and personal experiences. In addition, too much responsibility is placed on the teacher, and students remain passive.

Inductive Approach

The inductive or involving method is completely opposite to the previous one. The task of the teacher here is to provide many examples and ask leading questions correctly. As a rule, grammar is "extracted" from texts, audio, dialogues and analyze why this or that construction is used. If the rules are explained, then only in the final part and, as it were, by the way. It looks something like this: "Read the text? Now take a look at this offer. What did the author mean? And here's

another one. Does it look like the previous one? What about this offer? How is it different from the previous two? What is the author trying to say here?

Advantages. The student does not become a passive consumer of information, but actively extracts it himself. They are interested and they feel that they are also playing the game, and not watching it from the stands. As a result, the level of memorization and understanding is much higher.

Disadvantages. To get a comprehensive picture, much more time is needed both on the part of the teacher preparing materials and on the part of the student, because the process of active research requires more reflection than passive listening to the rules.

Ideally, both methods can and should be combined. For each individual student and grammatical nuance, use a more appropriate approach in this particular case. Another important stage of learning at which the student is. The theoretical method is suitable for those who are at the very beginning of the path. Vocabulary is limited and it is more important to remember how the grammatical structure is built, and not where it needs to be applied. The practical approach is better to use at later stages, when there are no problems with the construction of individual sentences, but there are difficulties with choosing the correct grammatical construction.

In addition, you need to take into account the timing: if you need to quickly figure out some nuances, then it would be more appropriate to read the rules thoughtfully than to go through a lot of texts in search of suitable examples.

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# SEMANTIC AND FUNCTIONAL CHARACTERISTICS OF BLENDED WORDS IN ENGLISH AND RUSSIAN MASS MEDIA

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**Abstract:** the article deals with the issues based on semantic and functional characteristics of blended words in English and Russian mass media. The variety of new formations, different in structure and interesting in meaning, is one of the distinguishing features of word creation in the texts of modern Mass Media. Compound nouns are most often used among newspaper innovations. They have an integral design, compact form, capacity, and complexity of semantics.

**Keywords:** mass media, communications, compound nouns, blended words.

The dynamics of the language is such that new words inevitably appear. To the latter, linguists include neoplasms, "which reflect all the changes taking place in the life of Russian society, and are "nominal consequences" of social changes. The political and economic transformations taking place in Russia in recent decades have changed the language of the mass media. Journalists make an attempt to show the flow of spontaneous linguistic life, to demonstrate the facts of the birth, change or entry into the language of words in all their diversity.

The widespread use of blended words in the language of newspapers, in our opinion, is largely due to extralinguistic reasons: in the era of the Internet and "new technologies", a lot of new concepts, phenomena, new devices, mechanisms appear that require precise, understandable designations. This requirement is precisely met by compound words, which, combining the meanings of two elements into one qualitatively new meaning, demonstrate a new unusual form: a quiz car, a compliment gift, dummy checks, a warrior lake, favorite colors, patron sharks and etc. A characteristic feature of these formations is that the new meaning, without violating the morphology and phonetics of the word, turns a familiar word into a complete stranger. A large number of wordy additions created by journalists on the pages of printed publications are "something previously unknown, demonstrating the process of linguo-creative thinking" [2].

One of the trends in the development of languages is the desire to express an increasing amount of information per unit of time. In addition, nomination through word combinations acts as a "backup" method of naming, compensating for the insufficiency of word-formation means. As the analysis of the factual material shows, compound names in the Russian language have an independent nominative significance. They often serve for a more specific, differentiated designation of objects and phenomena.

It should be noted that the speaker always strives for clarity and brevity of the information presented. In this, compound names often come to their aid, allowing a detailed description to be replaced by a more capacious definition. the objects of nomination and evaluation are not only the phenomena of public life, economics, politics, culture, but also the events of the private life of ordinary people, in the description of which words are often used that name a person by any sign.

The collected linguistic material convinces us that the abundance of compound words is one of the features of word creation. "The creation of a word is a creative act of a certain individual - the "originator". It is precisely with his speech-thinking activity that the unexpectedness of association, the binding of what has not yet been connected by others, is connected. Unexpected, indeed, will most likely be what comes to the mind of one person, and not many" [1].

An analysis of new compound words in the functional-pragmatic aspect showed that the scope of their use and purpose is quite wide. So, compound names, as a rule, allow you to more accurately and succinctly express a certain idea and the analysis of new words appearing in modern mass media is of considerable interest. By examining the structure of the new model, one can establish relationships between its components, identify the most common components of new words, and also trace the possibility of compatibility between various components of modern word formation.

The mass media, which quickly reflect changes in speech, record a large number of neologisms

that have arisen on the basis of foreign words.

Thus, word creation is a complex, multifaceted process, it is aimed at choosing or constructing the necessary lexical unit that is absent in the language and individual lexicon. One of the means to fill in the empty cells of the language system is blended words. The formation of such words "is due to the tireless creative work of human consciousness, an endless cognitive process" [3].

Quite often, compound names are used by authors as the headings of newspaper journalism texts, which are characterized by vivid polemicism and a high degree of evaluativeness.

Thus, blended words in the texts of newspaper journalism are used: 1) for a more accurate expression of thought; 2) to replace a detailed description with a more compact form; 3) in order to express the author's attitude to the described phenomenon, to give it one or another assessment; 4) for a more complete description of multifunctional objects and concepts; 5) to attract the attention of readers.

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# LINGUISTIC FEATURES OF THE FORMATION AND USE OF MEDICAL TERMINOLOGY IN ENGLISH

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**ABSTRACT**

This article describes linguistic features of the formation and use of medical terminology in English. It covers a wide range of problems closely related to the study of existing interdisciplinary and international terminological systems and trends in their further development. The material chosen for analysis is neologism terms, which are being studied for the first time.

**Keywords:** medical terminology, international terminological systems, interaction, vocabulary.

The vocabulary of medicine is of particular interest due to the fact that it clearly and clearly manifests the interaction of factors of an extralinguistic and linguistic nature. Medicine is one of the oldest areas of human activity, therefore, the terminology of medicine is a long-established vocabulary, but at the same time it is a constantly evolving terminology. Due to the intensive development of medical-biological, medical-chemical, medical-technical knowledge, the number of special medical terms is increasing. In medicine, many new scientific concepts and terms appear, many old ones undergo certain changes, which makes it possible to most fully and clearly trace development trends and the ways of its formation, the laws of language nomination on the material of English, medical terminology.

In the light of the above, the relevance of this work is determined by the need to study the problems of the formation of the terminological system of medicine, its social and linguistic conditionality, which could present the terminology system of modern medicine in a holistic form. The synchronous-diachronic approach to the study of the chosen topic seems relevant, as it allows one to penetrate deeper into the essence of the linguistic phenomenon, establish its place in the language system, identify its patterns and specific features, and trace its development. The studies of Russian and foreign scientists devoted to certain aspects of this complex work do not make it possible to imagine the development of medical terminology, since they do not affect the emergence of completely new terms and terminological phrases in medicine. The study of the problems of modern terminology by correlating linguistic and scientific and technical facts will solve one of the topical issues of modern linguistics, namely the question of the interaction of language function and language structure. The identification of linguistic forms of reflection of scientific and technological progress, the study of the influence of the object of science and the human factor on the interaction of individual terminological phenomena and terms will allow us to establish the degree of correlative conditionality of linguistic phenomena. It should be noted that the specifics of the development of English medical terminology is manifested in the fact that, along with the traditional for medicine since ancient times, the method of forming terms using elements of Latin and Greek origin, which largely determines the international character and facilitates their understanding by representatives of the medical profession, there are many terms educated in American English and British English, fall into medical terminology from various fields of science and technology. Thus, the linguistic picture of medical term formation in its progressive movement and ever-increasing pace of development has been revealed. It was conducted on a bilingual level. This is English medical term formation in Russian transmission. "Each of them goes through certain stages of its development, associated with a certain historical period of time, and, consequently, with a living spoken language, which is a morphemic supplier of lexical material for the corresponding term formation.

The study of the problems of modern terminology by correlating linguistic and scientific and technical facts will solve one of the topical issues of modern linguistics, namely the question of the interaction of language function and language structure. The identification of linguistic forms of reflection of scientific and technological progress, the study of the influence of the object of

science and the human factor on the interaction of individual terminological phenomena and terms will allow us to establish the degree of correlative conditionality of linguistic phenomena. It should be noted that the specifics of the development of English medical terminology is manifested in the fact that, along with the traditional for medicine since ancient times, the method of forming terms using elements of Latin and Greek origin, which largely determines the international character and facilitates their understanding by representatives of the medical profession, there are many terms educated in American English and British English, fall into medical terminology from various fields of science and technology. Thus, the linguistic picture of medical term formation in its progressive movement and ever-increasing pace of development has been revealed. It was conducted on a bilingual level. This is English medical term formation in Russian transmission. "Each of them goes through certain stages of its development, associated with a certain historical period of time, and, consequently, with a living spoken language, which is a morphemic supplier of lexical material for the corresponding term formation.

When analyzing active nominative processes, we tried to show the effect of various linguistic, pragmatic and extralinguistic factors that bring new terms and terminological phrases to life. The problem of attitude to terms-neologisms (their acceptance or rejection) was presented in correlation with the socio-professional groups of native speakers, which revealed that the socialization of neologisms proceeds differently in different groups.

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# HARBIY TA'LIM JARAYONIDA TA'LIM TEXNOLOGIYALARDAN FOYDALANISH PEDAGOGIK MUAMMO SIFATIDA.

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**Annotatsiya.** Ushbu maqolada Harbiy ta'lim jarayonida ta'lim texnologiyalardan foydalanish pedagogik muammolarni bartaraf etish yo'llari ifoda etilgan.
**Kalit so'zlar:** Tarbiya, harbiy, vatanparvarlik, qonun, Vatan, mudofaa.

Mustaqillikka erishish munosabati bilan O'zbekiston umumta'lim maktablari tizimida tub o'zgarishlar sodir bo'ldi, to'la ko'lamli islohotlar o'tkazilib, unda kelajak avlodning ma'naviy-axloqiy va vatanparvarlik hamda jismoniy rivojlanishiga alohida urg'u berildi. Hozirgi bosqichda shaxs ta'lim va tarbiyasining maqsadi milliy istiqlol g'oyasiga mos ravishda har tomonlama fidoiy va vatanparvar barkamol shaxsni shakllantirishdan iborat hamda u umumiy demokratik jarayonlar bilan bog'liqlikda insonlar onggida yangi ilg'or qadriyatlarni qaror toptirishga xizmat qiladi .

O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning "Yoshlarni ma'naviy-axloqiy va jismoniy barkamol etib tarbiyalash, ularga ta'lim-tarbiya berish tizimini sifat jixatidan yangi bosqichga kutarish chora-tadbirlari to'g'risida"gi 2018-yil 14-avgustdagi PQ - 3907 sonli qaror "Mamlakatimizda barkamol avlodni shakllantirish, yoshlarni ma'naviy-axloqiy va jismonan sog'lom etib tarbiyalash, ularni olib borilayotgan islohotlarning faol ishtirokchisiga aylantirishga qaratilgan chora-tadbirlar izchil amalga oshirilirilayotgani va maktabgacha ta'limning zamonaviy tizimi, 11 yillik umumiy o'rta ta'lim joriy qilinayotganligi" to'g'risida fikr yuritilgan.

2018-yilning 28-dekabridagi Oliy Majlisga Murojatnomasida: "Yoshlarimizga munosib ta'lim berish, ularning ilm-fanga bo'lgan intilishlarini ruyobga chiqarishimiz kerak. Shu maqsadda, maktabgacha ta'lim tizimini, umumiy o'rta va oliy o'quv yurtlarining moddiy-texnik bazasini, ilmiy va o'quv jarayonlari sifatini tubdan yaxshilashimiz kerak" deb aloxida ta'kidlab utgan edilar.

Modulli o'qitish ikkinchi jahon urishidan so'ng ijtimoiy-iqtisodiy qiyinchiliklarni ta'lim tizimi yordamida yengish hamda ularni qisqa muddatlarda kasbiy ko'nikmalar bilan qurollantirish maqsadida dunyoga keldi. Shaxsga yo'naltirilgan texnologiyalarning o'zagi bo'lmish modulli o'qitishda o'quvchi shaxsi pedagogik jarayon markaziga qo'yiladi, uning rivojlanishiga va tabiiy imkoniyatlarini ro'yobga chiqarishga qulay shart - sharoitlar yaratiladi. Modulli o'qitish barcha shaxsga yunaltirilgan texnologiyalarning xislatlarini o'z ichiga mujassamlashtirgan talim tizimi hisoblanadi.

"Modulli o'qitish" termini xalqaro tushuncha - modul bilan bog'liq bo'lib ("modul", lot.modulus), uning bitta ma'nosi faoliyat ko'rsata oladigan o'zaro chambarchas bog'liq yelementlardan iborat bo'lgan tugunni bildiradi. Bu ma'noda u modulli o'qitishning asosiy vositasi sifatida, tugallangan axborot bloki sifatida tushuniladi. Modul - lotincha so'z bo'lib, «modulies» - «o'lchov», «uslub» ma'nolarini anglatadi. "Modul" atamasi pedagogikaga informatika fanidan kirib kelgan bo'lib, u turli axborot tuzum va tizimlarida foydalaniladigan konstruksiya ma'nosini beradi hamda ularning egiluvchanligini ko'rsatadi.

"Modul" so'zi (lotinchadan Modulus - o'lchov; me'yor) uch ma'noda ishlatiladi:

a) aniq fanlarda - ma'lum kattalikka yoki qandaydir muhim koeffitsiyentga beriladigan nom;

b) matematikada logarifmlar tizimida ishlatiladi, ya'ni bir tizimdagi logariflarning doimiy ko'paytiruvchisi;

v) o'lchov birligi, masalan, me'morchilikda - qurilishning bir qismi bo'lib, u binolar va ularning qismlarining o'lchov birligi.

Ta'lim muassasasining o'quv jarayoni o'quv materialini to'la o'zlashtirish tamoyillariga tayanishi lozim. Ya'ni, fanning o'quv dasturiga muvofiq, o'quv materiali barcha talabalar tomonidan o'zlashtirilishi shartdir. O'quv materialining to'la o'zlashtirilish tamoyili - har qaysi mavzu bo'yicha talaba tomonidan bilim olish faoliyatining o'rnatilgan darajasiga erishishni anglatadi. Ko'p sonli xorijiy tadqiqotlar ma'lumotlariga ko'ra, «talabalarning o'quv materialini to'la o'zlashtirishi» tushunchasi, guruhdagi har bir talaba tomonidan o'quv materialining kamida

80% ga o'zlashtirilishini anglatadi.

Modulli o'qitish texnologiyasi funksional tizimlar, fikrlashning neyrofiziologiyasi, pedagogika va psixologiyalarning umumiy nazariyasidan kelib chiqadi. Bu sohalardagi izlanishlarga ko'ra, to'qimasi modulli tashkil topgan inson miyasi, axborotni kvant ko'rinishda (boshqacha aytganda, ma'lum hissalar ko'rinishida) eng yaxshi jihatdan qabul qiladi. Modulli o'qitish-o'qitishning istiqbolli tizimlaridan biri hisoblanadi, chunki u odam bosh miyasining o'zlashtirish tizimiga eng yaxshi moslashgandir. Modulli o'qitish asosan inson bosh miyasi to'qimalarining modulli tashkil etilganligiga tayanadi. Inson bosh miyasi to'qimasi, qariyb 15 mlrd. neyronlardan (nerv hujayralari) yoki shartli modullardan iborat. To'qima hujayralari bir-biri bilan ko'p sonli to'qnashuvlarda bo'lishadi. Bir hujayra va uning o'simtasini boshqa hujayra va uning o'simtasi bilan to'qnashuvlari soni 6 mingtagacha yetib boradi. Demak. bosh miya to'qimasidagi to'qnashuvlar (kontaktlar) soni astronomik sonni (15000000000x6000) tashkil etadi. Shu nuqtayi nazardan modul o'quv jarayonining bir hujayrasi sifatida qaraladi. Bu hujayra bir vaqtning o'zida axborotlikning umumiylikka o'ziga xos yaxlitlik va tizimlilikka ega bo'lgan elementlaridan tashkil topgan bo'ladi

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# THE ROLE OF ICT IN A FOREIGN LANGUAGE TEACHING

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**Abstract:** The article discusses the role of ICT in teaching foreign languages. The author defines their role in teaching a foreign language in the conditions of education modernization, proposes a classification of new information technologies used in teaching a foreign language.

**Keywords:** ICT, new information technologies, foreign language.

New priorities have been defined in the concept of modernization of Russian education. The leading aspect is the preparation of the younger generation for life in a rapidly changing information society, in a world where there is a constant need for new professions, for continuous professional development. In the modern education system, a situation has developed when the established methods, techniques and forms of education require reflection, correction and new pedagogical solutions. This is primarily due to the widespread introduction and widespread use of information and communication technologies. Such technologies are actively used to transfer information and ensure interaction between the teacher and the student in modern systems of open and distance education. A modern teacher should not only have knowledge in the field of ICT, but also be a specialist in their application in their professional activities.

The use of new information technologies in teaching is one of the most important aspects of improving and optimizing the educational process, enriching the arsenal of methodological tools and techniques that allow diversifying the forms of work and making the process of teaching a foreign language interesting and memorable for students.

In modern science, there are many different approaches to the definition of the term "information and communication technologies". According to the dictionary of pedagogical use (edited by L.M. Luzina), information and communication technologies (ICT) are a set of means and methods for transforming information data to obtain information of a new quality (information product) [1].

In modern sources, information and communication technologies are a wide range of digital technologies used to create, transmit and distribute information and provide services (computer equipment, software, cellular communications, e-mail, cellular and satellite technologies, wireless and cable communication networks, multimedia means, as well as the Internet) [2, p. 54-59].

The modern educational paradigm, which is based on computer teaching aids, takes as a basis not the transfer of ready-made knowledge, skills and abilities to students, but the inculcation of self-education skills in students. At the same time, the work of students in the classroom is in the nature of communication with the teacher, mediated with the help of interactive computer programs and audiovisual means.

Scientists believe that any teaching method is enriched by the integration of information technology into it. But if in the process of teaching informatics ICT tools act both as an object of study and as a learning tool, then in the process of teaching a foreign language they are only a learning tool. ICT means should be understood as software, hardware and software and technical means and devices operating on the basis of microprocessor, computer technology, as well as modern means and systems for broadcasting information, information exchange, providing operations for the collection, production, accumulation, storage, processing, transmission information and the possibility of access to information resources of local and global computer networks [1].

The most commonly used ICT tools in the educational process include:
• electronic textbooks and manuals demonstrated using a computer and a multimedia projector,
• electronic encyclopedias and reference books,
• simulators and testing programs,
• educational resources of the Internet,

• DVD and CD discs with pictures and illustrations,

• video and audio equipment,

• research work and projects [2].

The listed means of ICT allow to activate the cognitive activity of students; provide positive motivation for learning with the help of interactive dialogue hypertext; ensure a high degree of differentiation of training; improve the control of knowledge, skills and abilities; rationally organize the educational process, increase the efficiency of classes; to form the skills of a truly research activity; provide access to various reference systems, electronic libraries, and other information resources.

The use of computer programs in teaching a foreign language makes it possible to present educational material more clearly and accessible than orally. It is also very important that the student can work in the lesson in an individual mode, advancing in the comprehension of new material at his own pace, returning to the incomprehensible, if necessary, or looking ahead [1].

The computer develops students' independence and creates a favorable socio-psychological atmosphere in the classroom, giving them self-confidence, which is an important factor for the development of students' individuality.

Summarizing the above, we can note that the use of ICT cannot solve all the problems that arise in modern education, but it can significantly improve its quality. The modern technological world needs the integration of ICT in education. That is why one of the main tasks of the teacher is the need to make new technologies and the Internet an integral part of the educational process.

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# SEMANTIC AND LINGUOCULTURAL ASPECTS OF COLOUR SYMBOLISM IN THE ENGLISH AND RUSSIAN PROVERBS AND SAYINGS

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**Abstract:** The article deals with the issues based on analyzing semantic and linguocultural aspects of colour symbolism in the English and Russian proverbs and sayings. The author analyzes the conceptual foundations of the symbolism of color terms in English and Russian stable combinations, which makes it possible to single out microsystems of colour symbolism.

**Keywords:** proverbs, sayings, linguocultural aspects, culture, color reflection.

Color is an inseparable part of culture. Each nation interprets this or that shade of color in its own way, respectively, different languages describe different colors and their shades in different ways, and also have their own symbolism with the "color" component, reflecting certain concepts, feelings and emotions. If we compare Russian and English in terms of color reflection, then the first one is more expressive and has enough opportunities to accurately and emotionally describe the color and its shade.

In linguistics, a symbol is defined as "that which serves as a conventional sign of some concept, something abstract", thus, symbolism is "a symbolic meaning attributed to something" or "a set of some symbols". The word "symbol" (from the Greek sembolon) is a connection, an essence in a few signs. A symbol is a conditional material identification mark for members of a certain group of people; a real or conditional code denoting or resembling a concept; an image embodying an idea [1, p.511].

There are different types of symbols. On the one hand, a symbol is "a concentrated conditional abstract form of reflection and fixation of a person's scientific (or religious) knowledge with the help of a stylized sign", on the other hand, there are symbols of an unsigned order, that is, "the designation of abstract concepts through something concrete, the properties of which are so well known that the association with it makes it possible to very clearly present the concept symbolized by it, to make it extremely clear" [1, p.12].

In the culture of each nation, unconscious correspondences have developed between individual colors and certain images, despite the relative universality of color perception by all people. So, for example, "red color" in the USA means danger, in France it means aristocracy, in India it means life and creativity, in Japan it means rage and anger, in China it means happiness [2, p.371].

The widespread use of color names in the formation of stable combinations or phraseological units is associated with a rethinking of the very concept of color with its symbolic content. Breaking away from real subject relations, the words of color terms become conditional and abstract, defining a wide variety of concepts.

Comparative study of phraseological units with the color naming component shows that not only linguistic factors determine the role of color naming. The meaning of color names also depends on a number of extralinguistic factors: cultural traditions, way of life, mores and customs of the people, features of national psychology and consciousness, as well as on various events, facts of objective reality. Therefore, the participation of color terms in phraseological units cannot be considered arbitrary. The connection with reality in them can be contradictory and complex.

The predominance of the same names of colors in the lexical and phraseological units of various languages is explained by the fact that these are the main, most necessary colors for communication: "If we want to understand each other, then the words black, white, red, yellow, green are enough for this, blue as the main names for our sensations" [1, p.16].

The antiquity of the origin of adjective color designations (black, white, red, green, and yellow, blue, gray) is also the reason for their frequent use in vocabulary and phraseology. The most frequent words are also the most active. "Activity is the ability of a word to word production, word formation, the formation of phraseological units, polysemy" [1, p.16].

The number of color symbols is quite limited. The most commonly used in this capacity are the "primary colors", which usually include white, black, red, green, blue, yellow and purple. This list may vary depending on the specific culture. There are either no strict criteria that allow one or another color to be classified as "primary", or attempts to do so have not been successful. The content of the concept of "primary color" is far from unambiguous. R. M. Frumkina argues that in the psyche of an ordinary native speaker there is a naive picture of the world of color, which is fixed by means of language, although neither the process of fixation, nor the connections and relationships arising from this, are realized by the speaker himself. But they are not recognized by the speaker precisely because they are already fixed in the language of which he is the bearer, and the "naive picture of the world of color" turns out to be one of the elements of the naive picture of the world as a whole, manifested through the language. T. A. Mikhailova, agreeing with this point of view, believes that it is impossible to expect a strict identity of color pictures of different peoples that do not contact each other and are at different stages of development [2, p.42].

Thus, we can sum up that color is not only an integral part in human perception of the surrounding world, but also its role in the life and work of each individual and society as a whole is great: in industry, transport, art, modern technology of information transmission etc. In everyday life and in production, colors and their combinations are intensively used as symbols that replace entire concepts in the rules of conduct.

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# METHODS OF DEVELOPING LANGUAGE COMPETENCE IN MILITARY PERSONNEL

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**ABSTRACT**

The article deals with the issues based on analyzing the methods of developing language competence in military personnel. The ongoing reform of the military education system is characterized by a change in the goals, content, methods and means of training at a higher educational institution, that is, the way the educational space is built. The purpose of language training is to form and maintain in trainees such a level of foreign language proficiency that would allow for the processing, analysis and evaluation of military scientific texts.

**Key words:** intensification of training, foreign language, self-development, cooperation.

A feature of the foreign language training of a military specialist in modern conditions is its focus both on the assimilation of linguistic and sociocultural knowledge, and on the improvement of intellectual, mental abilities that ensure the effective solution of military professional and communicative tasks by means of a foreign language.

Modern regulations and directives of the Ministry of Defense of the Republic of Uzbekistan emphasize that the development of military cooperation with foreign countries, the expansion of the exchange of information of a military nature, the organization and conduct of joint exercises and maneuvers, partnership in the training of military personnel create a need for officers who are fluent in foreign languages for professional activities.

The problem of understanding the definition of "language competence" and its components (lexical, grammatical, semantic, phonological, orthographic and orthoepic), as well as various aspects of the implementation of the competency-based approach in teaching English as a foreign language, is considered, the formation of language skills among foreign cadets at the stage of pre-university training is analyzed.

Before turning to the consideration of the features of the formation of language competence among foreign military personnel, it is necessary to consider in detail the content of the concept of "language competence", to understand what meaning modern linguists invest in this linguistic term, and to determine which understanding of this definition is closest to the requirements of regulatory documents.

Lexical competence is based on knowledge of the vocabulary of the language, including phraseological units, speech clichés, proverbs and sayings, outdated stable combinations, phrasal verbs, complex prepositions, closed thematic groups of words (days of the week, months, units of measurement, and so on), polysemy, as well as various grammatical elements, the conscious use of which, in turn, is the basis of grammatical competence.

One of the main tasks of the teacher is to create conditions for the self-development of each student. One of these conditions is the properly organized independent work of students in the study of a foreign language, since deep, solid knowledge and stable skills can only be acquired as a result of independent work. It is important to develop in cadets the ability to formulate the main goals of the work performed; analyze the situation and draw conclusions, abstract the content and highlight the essential; arrange information in the form of an abstract or report; plan independent work, use modern reference sources; exercise self-control over work, objectively evaluate the result, and so on.

The effective organization of independent work of students, of course, should be based on the basis of methodological support: for example, computer programs for independent work, textbooks that include texts for independent reading, sections on scientific annotation and abstracting of specialized literature, collections of exercises and grammar tests for self-control and so on. Properly organized independent work of students makes it possible to eliminate the orientation towards the "average" student in the learning process, increases the interest in achieving better results in educational activities for greater professional returns in the future. Cadets acquire the ability to purposefully shape themselves as a creative person, manage their own activities and

behavior. Immersion of a student in a techno-linguistic environment undoubtedly contributes to the intensification of the process of teaching a foreign language [1].

The language of the student today is saturated with scientific, technical and special military terms, which he gets acquainted with in the process of training in his special disciplines and quite clearly understands their meaning. This kind of knowledge must be used in the process of teaching foreign languages, especially since many of these special words are international. These words can act as supports in the process of immersion in the techno-linguistic environment, on the one hand, and on the other hand, they can contribute to the integration of special disciplines and teaching a foreign language to future specialists.

Thus, the study of foreign languages in the Military Educational and Scientific Center is not limited to the framework provided by the curriculum.

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# LINGUISTIC FEATURES OF INTERNET NEOLOGISMS AND THEIR PRESENTATION IN THE ENGLISH AND RUSSIAN LANGUAGES

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**Abstract:** The article deals with the issues based on linguistic features of internet neologisms and their presentation in the English and Russian languages. The article considers the Internet as a special communicative environment in which the language is undergoing changes. New phenomena that appear on the web need to be named. The nomination process can take place in two ways: the formation of new words, as well as the emergence of new meanings for words. The study of Internet vocabulary is an urgent problem for the modern language.

**Keywords:** Internet, neologisms, phenomena, communicative environment.

With the advent of the Internet, the emergence of new means of communication, the number of neologisms began to increase exponentially.

The Internet has firmly entered the life of a modern person, exerting, among other things, a huge impact on his language, which, like any developing system, is also rapidly adapting to new conditions. First of all, the changes are noticeable in the vocabulary. Modern man is surrounded by a large number of borrowings, abbreviations and neologisms, there is a change in the meaning of old familiar words, an increase in new meanings. The Internet is both one of the causes of such changes and a kind of their "archiver", through which we can follow all these processes. Neologisms are known to appear in the language for the following reasons [1]:

1. The emergence in life of a new reality, object or concept that requires a name.

2. The need to designate phenomena that were previously present in our lives, but did not have a corresponding designation in the language, since the very existence of these phenomena was hushed up.

3. The appearance of a more convenient one-word designation of what was previously called with the help of a phrase.

4. The need to emphasize the partial change of the subject in a changing society.

5. The influence that the culture of some other country has on Russian life at a given time is dictated by the fashion for foreign words included in the lexicon of this country.

Researchers divide neologisms into three groups: lexical, semantic, occasional [2]. The process of forming verbal Internet formations in the language is simple, but at the same time high-tech, since the communication technologies themselves are the reasons for the emergence of new words.

With the advent of new Internet resources, neologisms also appear. In their education, the entire arsenal of the possibilities of the Russian language is used. As observations show, neologisms appear in the language with the help of internal methods of nomination (for example, compounding, abbreviation), or external (borrowing).

At the origins of the creation and development of the worldwide network were programmers who used the English language and, accordingly, English terms as a universal means of communication. Even at the very beginning of the development of the Internet in Russia, people who found themselves in a different language environment, but who had access to the network, faced the problem of the absence of the Russian language on their computers or the misunderstanding of the Russian language by email programs. To adapt the terms, in some cases it was used, and is still used, transliteration - the letter-by-letter transmission of a word or text written using one alphabetic system by means of another alphabetic system [1]. The use of transcription in translation is to convey in Russian letters not the spelling form, but the sound of the English word.

Many words that were professional at the dawn of the Internet have now become common, while retaining their foreign language origin. Transcription examples:

1) Chat - чат. Translated from English means "talk", "wag the tongue". It is distinguished by the frivolity of the conversation, as well as the fact that you can "chat" only on the Internet, not in

life [4].

2) Provider - провайдер. Translated from English - "supplier". This is the name of those companies that provide access to the Internet, i.e. "provide" the user with this service.

Transliteration examples:

1) Web-веб. "Network". People use this term as part of complex words (webmaster, website or web designer, web magazine, web services) when the concept being defined has something to do with the Internet.

2) Most neologisms that have emerged in recent years are lexical with a foreign root. Such as: reception (from the English "receipt" - "reception", lunch, VIP (abbreviation Very Important Person).

With the development of science and technology and the entry of the Internet into everyday life, more and more people communicate with each other on social networks. A person devotes a significant part of his leisure time to chatting, instant messaging, and the time saving factor in such communication plays a big role. In modern language, abbreviation is often used as a means of artistic expression, a language game.

Journalists should not forget about the reader's right to receive lively, interesting and reliable information, expressed in a form that shows the linguistic taste and linguistic exactingness of the author. As always, society has the right to expect from the mass media advertising of the literary Russian language.

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# KORISHDA NUQSONI BOLGAN QISQA MASOFAGA YUGURUVCHI QIZLARNI TEXNIK TAKTIK JIHATDAN TAKOMILLASHTIRISH

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**Annotatsiya**

Ushbu maqolada korishda nuqsoni bolgan qisqa masofaga yuguruvchi qizlarni texnik taktik jihatdan takomillashtirish haqida ma'lumotlar berilgan.

**Kalitso'zlar:** nuqson, ko'rish, sport, yugurish, chaqqon, xotin-qizlar, jarayon, masofa

O'zbekiston Respublikasi Prezidenti Sh. Mirziyoyev yurtimizda jismoniy tarbiya va sportni ommalashtirish, aholi, ayniqsa, yoshlar o'rtasida sog'lom turmush tarzini targ'ib qilish uchun zarur shart-sharoitlar va infratuzilmani yaratish, mamlakatning xalqaro sport maydonlarida munosib ishtirok etishini ta'minlash borasida izchil chora-tadbirlar amalga oshirmoqda[1]. Hozirgi paytda yengil atletikaning har xil turlari bilan nafaqat erkaklar, balki xotin-qizlar ham shug'ullanadi. Aynan sportchi qizlarni bolalik chog'idan boshlab sport bilan tarbiyalab borish sportda yuqori natijalarga erishishiga zamin yaratadi. Yurish, yugurish, sakrash, uloqtirish bo'yicha xotin-qizlar o'rtasida muntazam jahon chempionatlari o'tkazib kelinadi. Xotin-qizlar bilan ishlash trenerdan ayollar organizmi to'g'risida ma'lum bir bilimga ega bo'lishni taqozo etadi. Ayollar organizmining xususiyatlarini trenirovka jarayonini tuzishda hisobga olish juda muhimdir. Yengil atletikaning 100-200 m masofaga yugurish turlari "Umid nixollari", "Barkamol avlod", "Universiada" sport musobaqalari dasturidan o'rin olgan bo'lib Respublikamizning barcha viloyat jamoa a'zolari muntazam ravishda tayyorgarlik ko'rib kelishmoqda[2]. Ushbu turlarda qizlarimizdan Yulya Tarasova, Guzal Xubbieva va vohadoshimiz Sitora Hamidava kabi yetakchi qizlarimiz Olimpiada, Osiyo o'yinlarida yurtimiz sharafini ximoya etishmoqda. Lekin ko'rishda nuqsoni bolgan qisqa masofaga yuguruvchi qizlarni jismoniy holatni rivojlantirishda ko'rsatilayotgan sport natijalarini qoniqarli deb bo'lmaydi. Shu boisdan ko'rishda nuqsoni bolgan qizlarimizning jismoniy tayyorgarligini oshirish ayniqsa, qisqa masofalarga yuguruvchilar uchun zarur bo'lgan tezkorlik, kuch, chaqqonlik, chidamlilik, egiluvchanlik kabi sifatlarini rivojlantirish kerak. Mashg'ulot jarayonini tashkil etishda birinchi galda jismoniy tayyorgarlikni rivojlantirish maqsadga muvofiqdir. Shu boisdan qisqa masofaga yuguruvchi ko'rishda nuqsoni bolgan qizlarning jismoniy tayyorgarligini oshirish xozirgi kunda dolzarb muammolardan xisoblanadi.

Qisqa masofalarga yugurish, ya'ni, sprint - bu yengil atletikaning qadimiy turlaridan bo'lib, sportchining jismoniy va ruhiy jihatlariga yuqori talablar qo'yadi. Qisqa masofaga yugurish tashqaridan qaraganda sportchining erkin, yengil, og'ir, bo'shashgan, kuchli, shiddatli, past, yuqori va ko'pgina boshqacha ta'rifga ega yugurishi bilan ifodalanadi. Qisqa masofalarga yugurish kinogrammalari tahlili harakatlaming umumiy manzarasini batafsil tahlil qilish imkonini beradi, qayd qilingan holatlaming izchil tahlili esa harakatlarning (burchaklar, tezlik, tana a'zolarining siljishlari) aniq miqdoriy ko'rsatkichlami aniqlab beradi. Qisqa masofaga yuguruvchilar uchun mashg'ulotlarni o'tkazishda yosh hususiyatlarini, tayyorgarlik darajasi, sport turining o'ziga xos hususiyatlari, jismoniy rivojlanganlik darajasi inobatga olib mashg'ulotlar olib boriladi.

Ko'rishda nuqsoni bolgan qisqa masofaga yuguruvchi qizlarni jismoniy tayyorgarlik darajasini oshirishda yugurish masofasini bo'laklab o'tish va har xil sakrash mashqlarini estafeta sifatida o'tkazish mashg'ulot jarayoni samaradorligini ta'minlash bilan ularning jismoniy sifatlarini rivojlantiradi. Harakatlarni tez bajara olish yengil atletikachilarni muhim fazilatlaridan biridir. Tezkorlik sakrovchining depsinish, uloqtiruvchining siltash, sprinterning yugurishi uchungina zarur bo'lib qolmay balki tezkorlik bosh fazilat hisoblanmagan atletlarga ham zarurdir. Yuqori darajadagi tezkorlik tezligi kam harakatlarni osonroq bajarishga imkon beradi[3]. Qisqa masofaga

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yugurish turlarida ko'rishda nuqsoni bolgan sportchi qizlarning jismoniy tayyorgarlik darajasini yaxshilash bo'yicha yetakchi olimlarimiz tomonidan berilgan fikr va muloxazalarini o'rganishda biz shunday xulosaga keldikki tezlik jismoniy sifatini rivojlantirmasdan qisqa masofalarda yaxshi natijalarga erishib bo'lmasligini bildirishgan.

Yuqoridagilar shunday xulosa qilishga imkon yaratadiki, sprinterlik mashg'ulotlarining butun mazmuni masofaning qisqa bo'lagida yuguruvchi rivojlantira olishga qodir bo'lgan tezlikni butun masofa davomida saqlab turish qobiliyatini tarbiyalashdan iborat. Korishda nuqsoni bolgan qisqa masofaga yuguruvchi qizlarni texnik taktik jihatdan takomillashtirish jarayonida maxsus mashqlami tanlab olish, yugurish texnikasini tahlil qilish, qisqa masofalarga yuguruvchilarda zarur boigan jismoniy sifatlami rivojlantirish uchun mashg'ulotlarda qoilaniladigan harakatli o'yinlar to'plamini tanlab olish maqsadga mufofiq bo'ladi.

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# ONANING BOLA BILAN UZVIY BOG'LIQLIGI

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**Annotatsiya**: Ushbu maqolada ona va bolaning munosabatlari, onaning bola bilan uzviy bog'liqligi haqida mulohaza yuritilgan.

**Kalit so'zlar**: ona, bola, munosabat, tarbiya, psixologiya, farzand, ilm, bog'liqlik.

Inson yaralibdiki o'zining oilasida tarbiyalanadi. Onalar farzand tarbiyasida hamisha oilada muhim o'rin tutganlar. Farzand tug'ilgandan keyin ham otasi ish yoki boshqa sabablar bilan ko'p vaqt uyda bo'lmaydi, tarbiyaga doir zarur og'itlar, ko'rsatmalar bergan holda, asosiy ishi moddiy ta'minot bo'lib qolaveradi. Illo, ona soliha, ilmli bo'lsa, farzandi kelajakda buyuk inson bo'lib yetishishi uchun astoydil harakat qiladi. Agar "nega farzand tarbiyasi yolg'iz mening zimmamda bo'lar ekan?!" deya u ham tarbiya bilan shug'illanmasa, nafaqat bir bolaning balki butun boshli millatning kelajagini barbod qiladi.

Ulug'larimiz hayotiga nazar soladigan bo'lsak, ularning onalari hatto otalari vafot qilganda ham moddiy ta'minotni o'z zimmalariga olishgan, ham farzand tarbiyasi bilan shug'ullanishgan. Yillar davomida chekilgan zahmat natijasida Imom Ahmad, Imom Buxoriy kabi buyuk insonlar yetishgan. Abdurauf Fitrat "Rahbari najot" asarida shunday yozgan edi: "Suv qaysi rangdagi idishda bo'lsa, o'sha rangda tovlangani kabi bolalar ham shunday muhitda bo'lsalar, o'sha muhitning har qanday odat va axloqini qabul qiladilar.

Onaning tarbiya maskani zararga yo'liqsa, nasllarda o'nglanmaydigan yaralar ochiladi, onani yiqitadi. Farzandning ilk tarbiya makoni onaning ko'ksidir. Bolaning dunyo va ohirat hayotiga bog'liq bilimlarga ona mehru muhabbati bilan berilishi eng go'zal tarbiya shaklidir. Bolaning tarbiyalanishida ota-onalar o'z farzandlariga ma'naviy merosimiz bo'lgan milliy urf-odatlar, an'analar, marosimlar, udumlarning o'ziga xosligini asta sekinlik bilan tushuntirib borishga ma'suldirlar. Zero, yurtboshimiz ta'kidlaganlaridek "Odobli, bilimdon va aqlli, mehnatsevar, iymon e'tiqodli farzand nafaqat ota-onaning, balki butun jamiyatning eng katta boyligidir".

Farzandning tarbiyalanishida ota-onalar diniy ta'limotlarga ham alohida ahamiyat berishlari lozim. Diniy tarbiyada bola Vatanga muhabbat bilan ajdodlarga sadoqat ruhida tarbiyalanadi. Bola tarbiyalashda buyuk mutafakkir Mirzo Ulug'bek shunday degan: "Oilada ota-onalar ayniqsa o'qimishli ota-onalar o'z farzandlarining haqiqiy inson bo'lib kamol topishiga alohida e'tibor berishlari lozim". Shunday ekan, har bir ota-ona farzandining tarbiyasiga ko'proq e'tibor berishi, ularga alohida vaqt ajratib, odob-axloqdan dars berishi, yomonlarga yaqin yo'latmasligi lozim ekan. Har bir ota-ona farzand tarbiyasida albatta ota-bobolarning fikrlariga e'tiborli bo'lishlari kerak. Ana shunda ular ota-onasi va el-yurtiga xizmat qiladigan, ularga ikki dunyoda obro' olib keladigan yuzlarini yorug' va boshlarini yuqori qiladigan farzand bo'lib ulg'ayishadi. Ota-ona bolaning vaqtini to'la qamrab oladigan zarur va manfaatli mashg'ulotlarni tayyorlashi kerak va ana o'sha mashg'ulotlar bolaning ongini rivojlantiruvchi bo'lishi shart.

Bolalar psixologik rivojlanishining umumiy va aloxida xususiyatlarini, turli yosh bosqichlarida bu jarayon qanday kechishi, uni harakatlantiruvchi kuchlar va qonuniyatlarni tadqiq qiladi. Bolalar psixologiyasi bolalarda psixik jarayonlar paydo bo'lishi va rivojlanishini, psixik xususiyatlar qaror topishini, xilma xil faoliyatning rivojlanishini, bolaning shaxs sifatida shakllanishini o'rganadi. Bolalar psixologiyasi umumiy psixologiyada ishlab chiqilgan tadqiqot usullaridan foydalanadi, biroq uni qo'llashning o'ziga xos xususiyatlari bor. Bola shaxsi yosh xususiyatlarini o'rganishda ko'ndalang kesma va longityud deb nomlangan tadqiqotlar o'tkaziladi. Birinchi holatda birgina psixik jarayonning o'zi bir vaqtda turli yosh guruhlariga taalluqli bo'lgan bolalarda tadqiq qilinadi. Ikkinchi holat (longityud) da esa ma'lum bir bolalarning psixik xususiyatlari ko'p yillar davomida tadqiq qilinadi. Bu esa o'z navbatida ular psixikasi rivojlanishining umumiy kechishini kuzatish imkoniyatini beradi. Bolalar psixologiyasida asosan ota-onalarga bolaga unga bo'lgan ishonch, hurmat, qo'llab-quvvatlash, unga bo'lgan e'tiborlarini his qildirish, mumkin bo'lgan va bo'lmagan holatlar o'rgatiladi.

Bola dunyoni, atrofni ota-ona ko'zlari bilan anglaydi. Ota-onaga nima yomon bo'lsa, bola shuni yomon deb hisoblaydi. Ota-ona kimni xush ko'rsa, bola uchun u inson yaxshi bo'ladi. Bu

holat bolani 10-12 yoshiga qadar davom etadi. Undan keyin bola o'zi xulosa qilishga o'rganishni boshlaydi. Shunday ekan, bolaning har bir harakati - bu ko'zgudagi sizning aksingiz.

Onaning bola bilan uzviy bog'liqlik tuyg'usining shakllanishi. Bolaning asosiy mehri onaga, keyinroq esa boshqa tarbiyachilarga bog'liqdir. Psixoanalitiklar orasida keng tarqalgan fikrga ko'ra, agar bunday asosiy mehrning shakllanishi biron bir sababga ko'ra qiyin yoki imkonsiz bo'lsa, u holda inson katta bo'lgach boshqa odamlarga mehr berishni, yaqinlashishni to'liq shakllantira olmaydi, bu uning sotsializatsiya jarayoniga jiddiy ravishda zarar yetkazadi va antisotsial shaxsiyat buzilishiga sabab bo'lishi mumkin.  Onaning bola bilan uzviy bog'liqlik tuyg'usining turlari quyidagilardan iborat;

*Ishonchli bog'liqlik* — bu o'ziga ishongan odamning hissiy asosini yaratadigan ona va bola o'rtasidagi sog'lom aloqadir. Ota-ona do'stona munosabatda va doimo bolaga e'tibor qaratadi. Bola xotirjam, quvnoq, uni osongina tinchlantirish mumkin, katta bo'lgach, u osonlikcha emotsional jihatdan moslashadi.

*Qochuvchi bog'liqlik* — ota-ona doimiy hissiy e'tiborsizligidan kelib chiqadi. Ota-onaning bolaga munosabati tartibsiz. Bola bezor qiluvchi bo'ladi, katta bo'lgach, boshqalarning fikriga juda qaram, yaqin munosabatlarni qadrlamaydi.

*Tartibsiz bog'liqlik* — ota-ona tomonidan bolani doimiy qo'rqitish va bostirish natijasida paydo bo'ladi. Bola nazorat qilib bo'lmaydigan, tajovuzkor yoki tushkunlikka tushib qoladi, katta bo'lgach, boshqalar bilan munosabatlarni qurishda katta qiyinchiliklarga duch keladi.

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## АРАЛАШ ТАЪЛИМ ТЕХНОЛОГИЯЛАРИ ВОСИТАСИДА ИНГЛИЗ ТИЛИНИ ТЕЗКОР ЎҚИТИШ МОДЕЛИ

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**Аннотатция**
Ушбу мақола **"Аралаш таълим" ни** Ўзбекистон Ресубликаси Олий ўқув юртларига кириб келиши ва ривожланишига эътибор қаратилган. Давлатимиз раҳбари президентлик фаолиятининг дастлабки кунлариданоқ мамлакатимиз учун энг катта муаммо, бу — бугунги замон талабларига мос кадрлар етишмаслигини, барча соҳада инновацион ва креатив фикрлайдиган, илғор технологияларни ўзлаштирган мутахассисларга эҳтиёж жуда юқори эканини таъкидлаб келади. **"Аралаш таълим"** - янги технологияни таълим тизимига олиб киришдир.

**Калит сўз.** Аралаш таълим, Инновацион таълим технологиялари ва педагогик компетентлик. Мослашувчанлик турли қобилият ва эҳтиёжларўқув муассасаси, компетентли ёндашув.

Мустақиллик йилларида Ўзбекистон Республикаси ижтимоий-иқтисодий ва маданий соҳада тараққиёт сари юз бурди. Нафақат юртимизда, балки бутун жаҳонда илм-фан, техника, ишлаб чиқариш ва технология соҳалари ривожланмоқда. Кундан кун турли соҳаларда туб ислоҳотларнинг амалга оширилаётганлиги, янгидан-янги ютуқларга етакламоқда. Замонавий жамиятнинг энг муҳим сифатларидан бири, албатта, бу илм-фан, технологиядир. Юртимиздаги катта аҳамият берилаётган соҳалардан бири ҳам айнан илм-фандир. Глобаллашув ўз-ўзидан тезкор ҳаракатланиш, жаҳоннинг ривожланган мамлакатлари тажрибаларини ўрганиш ва уни татбиқ қилиш, шунингдек, маҳаллий шарт-шароитга мослаштириб янгидан янги ютуқларга эришишни таъминламоқда. Бу тарзда ҳаракатланиш таълим жараёнининг замонавий ахборот ва телекомуникациясини бойитиб бормоқда. Шундай экан, олий таълим муассасаларида педагогларни қайта тайёрлаш, бой тажриба ва маҳоратини ва албатта, касбий малакасини ошириш курсларида ўқитувчиларнинг интеллектуал салоҳиятини ошириш, дунёқарашини кенгайтиришда уларни инновацион таълим технологиялари, ўқитишнинг янги методлари ҳамда касбий компетентлик сифатлари билан таништириш муҳим аҳамиятга эгадир.

Соҳага оид адабиётлар таҳлилидан аён бўлмоқдаки, айни вақтда "Инновацион таълим технологиялари ва педагогик компетентлик" номи остида замонавий педагогик таълим технологиялари, таълим жараёнида ўқитишнинг инновацион технологияларидан фойдаланиш, компетентлик сифатлари ва креативлик қобилятини ривожлантирувчи кўникма қобилиятига катта эътибор қаратилмоқда. Шу нуқтаи назарда таълимнинг янги-янги шакллари пайдо бўлмоқда. Жумладан, таълим тизимига янгидан кириб келган аралаш таълим педагогикада тадқиқ этилиши талаб этилаётган долзарб мавзулардан бири саналмоқда.

Шахсга йўналтирилган ва компетенцияга асосланган ёндашувнинг таълим тизимимизга кириб келиши ҳар бир талабанинг шахсияти, шахсий эҳтиёжлари, қизиқишлари ва касбий фаолиятини хусусиятларини инобатга олган ҳолда ҳар бир дарс машғулотини лойиҳалаш, ўтказишни тақозо этмоқда. Талабалар эҳтиёжи, маълум мақсадларидан, қолаверса, иш берувчининг талабларидан келиб чиқиб, масалан, уларнинг бизнеси ёки уларнинг компаниясида чет тил бўйича БМКлар зарурлиги сабабли муайян хорижий тилни, асосан, инглиз тилини ўрганишмоқда. Бундай ҳолда, ўқитувчи бу бизнес инглиз тили дарси эканлигини ва унинг ишига мос келадиган баъзи луғатларга муҳтожлигини ёдда тутиши керак. Ўқитувчи уларнинг муаммоларини тинглаши ва уларнинг компаниялари табиатига мос усулдан фойдаланишлари керак. Талабаларга турли хил вазифаларни бериш ва уларни

ушбу мавзуни излашга мажбур қилиш ва кейинчалик дарсларида уларнинг иши билан боғлиқ турли мавзуларни муҳокама қилиш керак. Бу йўл уларнинг ишларида зарур бўлган сўз бойлигини оширишга ва уларнинг ишларига оид умумий ғояларни муҳокама қилиш ва таҳлил қилиш қобилиятини оширишга ёрдам беради. Мухтасар қилиб айтганда, усул ёки ёндашув талабаларнинг эҳтиёжларидан келиб чиқиши керак. Агар талабалар ҳали ҳам ёш ёки ўспиринлар бўлса, уларнинг машғулотларига кўпроқ оғзаки, ҳаётий видеофильмлар ва кўплаб курсга тегишли мазмунли материаллар қўшилиши керак. Бундай ҳолатларда тестлар ҳам муҳим, имтиҳон ва вазифаларнинг мураккаблиги талабалар даражасига боғлиқ бўлади.

Бугунги кун талабаси грамматик таржима усулидан ва маърузалардан қаттиқ "чарчаган" десак, муболаға бўлмайди. Ҳозирги рақобатли ва глобал дунёда рақобатбардош кадр бўлиб қолиш учун индивидуал шаклланиш талаб қилинади. Бунинг учун талабалар эҳтиёжларини қондиришда янги тенденцияларни қўллаш керак. Аралаш таълим бу каби муаммоларни ҳал этишда муҳим аспект сифатида қаралаётганини айнан педагогика соҳасига оид адабиётлар таҳлили кўрсатмоқда. Жумладан, аралаш таълимнинг афзалликлари сифатида синфда шаклланган шахсий алоқалар янги билимларни ўз-ўзидан тезроқ ўзлаштиришга имкон бериши ва электрон таълим жараёнида мослашувчанликнинг шаклланиши, ахборот ва таълим муҳитида мослашувчанлик, индивидуаллаштириш, ўрганишнинг интерактивлиги ва чуқурлиги қаралмоқда. Мослашувчанлик деганда аралаш таълимда вақт, жой ва мактабнинг қатъий чегаралари билан чекланмаслиги, таълим жараёнининг суръати ва ритми синфдаги бошқа ўқувчиларнинг иш суръати ва ритми билан боғлиқ эмаслигида кўрилади. Мазкур таълим тури орқали ўқув жараёнига ўқувчиларнинг юз фоиз жалб этилишини таъминланади. Мослашувчанлик турли қобилият ва эҳтиёжларга эга бўлган талабалар учун таълим жараёнини ташкил этиш имконияти сифатида муҳим саналади[1].

Индивидуаллаштириш ўқув жараёнини индивидуал таълим эҳтиёжлари ва имкониятларига мос равишда қуриш орқали амалга оширилади. Талабаларга дарс машғулотларини олиб боришда ўқитувчи томонидан дарсда қўлланиладиган методик ёндашувлар ва педагогик технологиялар интерфаол таълим воситалари ва мослаштирилган дастурий таъминот билан тўлдирилганлиги муҳим аҳамият касб этади. Интерфаолликка таълим жараёнининг иккала иштирокчисининг бир-бири билан ва мазмунан ўзаро таъсирининг ўзгарувчан шакллари ва усулларидан фойдаланиш орқали эришилади. Аралаш таълимда таҳсил олаётган талабалар ихтиёрида ўз мулоҳазаларини чуқурроқ ва диққат билан кўриб чиқиш ва асослаш учун етарлича вақтлари бўлади.

«Аралаш таълим» атамасининг 2000-йилларда электрон таълимга муқобил сифатида пайдо бўлганлигини мазкур соҳага оид адабиётлардан билишимиз мумкин. Дастлаб, бу атама электрон таълим шаклида анъанавий юзма-юз ўз-ўзини ўрганишга қўшимча сифатида тушунилган бўлса, ҳозирги вақтда аралаш таълим турли усуллар, муҳит ва услубларнинг комбинациясини англатади. Таълим жараёнини оптималлаштириш мақсадида Саутер ва Бендер ҳамкорликда ўрганишни классик таълим усуллари билан бирлаштирилган рақамли медиа хусусиятлари ва имкониятларини ўз ичига олган яхлит таълим концепцияси сифатида белгилайди. Аралашган таълим мултимедияни тўлдириш ва мустақил ўрганиш босқичидан иборат[2]. Муаллиф таъкидлаганидек, аралаш таълим - бу ўқувчиларнинг автономиясини ривожлантиришни мақсад қиладиган шахсга йўналтирилган таълимдир. Бунда талабалар ўз фанларини танлайдилар ва таълим жараёнларини ўзлари назорат қиладилар:

Интернет технологияларидан фойдаланишга асосланган аралаш таълим глобал таълим ахборот тармоғига киришни таъминлайди, интеграция ва ўзаро таъсир тамойилига асосланган бир қатор муҳим янги функцияларни бажаради. Ўз маҳоратини эгаллашни истаганлар учун аралаш таълим доимий янгиланишларга имкон беради. Бундай ўқитиш жараёнида талаба мустақил ўқув материалларини интерактив тарзда ўзлаштиради, назоратдан ўтади, бевосита ўқитувчи раҳбарлигида назорат қилади.

Аралаш таълим 2000-йиллар бошидан кенг тарқалиб, энг оммабоп педагогик тушунчалардан бири сифатида пайдо бўлди. Ўсиб бораётган тенденция билан кўплаб

1    Watson J. Blended learning: The convergence of online and face☐to☐face education. The North American Council for Online Learning. 2008. 12-25 p.

2    Sauter W., SBender M. · Blended Learning. Effiziente Integration von E-Learning und Präsenztraining. Neuwied: Luchterhand, 2002, 301 S.

тадқиқотлар аралаш таълимнинг гуллаб-яшнашидан далолат беради. Сўнгги 10 йил ичида янги технологик инновацияларнинг киритилиши анъанавий юзма-юз таълим ва тақсимланган ўқув муҳити ўртасидаги бўшлиқни тўлдирди. Сўнгги йилларда олиб борилган илмий тадқиқотларни ўрганиш орқали аниқ бўлдики, аралаш таълим келажак таълим тизимида катта рол ўйнайди. Хулоса қилиб айтганда, технология соҳасидаги сўнгги ўзгаришлар ўқитувчиларни ўз синфларида аралаш таълимни қўллашга ундайди, аммо уни қандай амалга ошириш кераклиги ушбу тадқиқотда муҳокама қилинадиган асосий саволлардан бири бўлади.

Аралаш таълим тарихига назар ташлайдиган бўлсак, унинг келиб чиқиши рақамли технологиялар пайдо бўлиш даврига бориб тақалади. Унинг моҳияти сиртқи таълим орқали масофадан ўқитишдан иборат бўлган.

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